

ES.I-46

Indicator	ES.I-46: Percent of individuals who transition to further education or training following participation in USG-assisted programs
Definition	<p>This indicator intends to capture transitions that meaningfully advance the education or career goals of individuals.</p> <p>‘Further education or training’ refers to education in which the eventual earning of a degree or diploma—such as primary, secondary, or post-secondary education or equivalent—is possible; and to certification-granting technical/vocational education or training. Individuals can be counted as ‘transitioning’ to further education or training if they <i>enroll</i> in education or training programs within six months of the end of the USG-assisted programming in which they participated. Individuals who are already enrolled in the formal education system would not count towards this indicator, even if they are participating in a supplemental program.</p> <p>‘Percent of individuals’ is the number of individuals who have transitioned to further education or training divided by the total number of individuals who participate in programming. Individuals who are studying after participating in programs delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted.</p> <p>Calculation of percentage:</p> <ul style="list-style-type: none"> • Numerator*: Number of individuals transitioning to further education or training. • Denominator*: Number of individuals who participate in programming. <p>* Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, language, sex, etc.). Numerators and denominators, extrapolated onto the activity population, must be reported.</p> <p>In preparing for data analysis, each individual’s results should be counted only once, regardless of the number of programs in which the individual participated; when individuals participate in multiple components of a program, assessments that verify the transition to education or training should occur within six months of the end of the full cycle of programming. This indicator does not count individuals who transition to other planned phases of a single education or training program.</p> <p>‘USG-assisted programs’ refer to structured programs (e.g., accelerated education, complementary basic education, bridging programs, workforce development programs, etc.) in which individuals gain foundational skills in literacy, numeracy, soft or social and emotional skills, or technical skills that enable individuals to transition to further education or training. A certificate may or may not have been issued at the end of their participation in the USG-assisted program.</p> <p>‘Participation’ in a USG-funded program means that an individual has participated to any extent in a structured program. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, some but not all days of schooling, participated in some events, etc.</p>

Indicator	ES.1-46: Percent of individuals who transition to further education or training following participation in USG-assisted programs
	'Following participation' means that the individuals participated in a program within the previous six months. Verification of transition data should be collected within six months of the end of programming.
Primary SPS Linkage	ES.1, EG.6, ES.2
Linkage to Long-Term Outcome or Impact	<p>A transition to education or training is a positive outcome of several program types, including:</p> <ol style="list-style-type: none"> (1) Basic literacy/numeracy and accelerated education or bridging programs, where it signifies that an individual has achieved the necessary proficiency to be (re)integrated into the formal school system or to enroll in technical or vocational training. (2) Youth workforce development, where it can indicate that an individual is advancing goals that will improve future economic opportunity. <p>Such transition to education or training captures desired outcomes as outlined in the access to quality education, foundational skills, and youth skills priorities of the USAID Education Policy.</p>
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	It will be used, along with other indicators, to describe progress toward the USAID Education Policy priorities related to access to education, workforce development, foundational skills development, and Agency-level priorities in several areas of interest including economic and youth development.
Reporting Frequency	Annual
Data Source(s)	<p>Activity records or USAID Workforce Outcomes Reporting Questionnaire (WORQ)*</p> <p>* Please refer to the USAID Toolkit, Measuring Workforce Development Indicators: Employment and Earnings. Several resources—including the WORQ tools, a Local Partner Adaptation Guide, a training, and a data reporting form—are available to support activities to adapt, implement, and analyze data from the WORQ tools. Missions and implementing partners may contribute to the further development of the WORQ through the YouthPower WORQ Discussion Group.</p>
Bureau Owner(s)	<p>Agency: USAID Bureau and Office: DDI/EDU POC: Benjamin Sylla; Senior Education Advisor; Center for Education bsylla@usaid.gov Technical POC: Rebecca Pagel; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education rpagel@usaid.gov</p>
Disaggregate(s)	<ul style="list-style-type: none"> • Number of individuals who transition to education/training (numerator) • Number of individuals who participate in the activity (denominator) • Number of males¹ who transition to education/training (numerator) • Number of males¹ who participate in the activity (denominator) • Number of females¹ who transition to education/training (numerator) • Number of females¹ who participate in the activity (denominator) • Number of males ages 10-19² who transition to education/training • Number of females ages 10-19² who transition to education/training • Number of females with a disability³ who transition to education/training (numerator)

Indicator	ES.I-46: Percent of individuals who transition to further education or training following participation in USG-assisted programs
	<ul style="list-style-type: none"> • Number of females with a disability³ who participate in the activity (denominator) • Number of males with a disability³ who transition to education/training (numerator) • Number of males with a disability³ who participate in the activity (denominator) • Number of individuals affected by crisis or conflict⁴ who transition to education/training (numerator) • Number of individuals affected by crisis or conflict⁴ who participate in the activity (denominator) <p>¹ All activities reporting on this indicator MUST report on sex disaggregates. Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.</p> <p>² All activities should report on age disaggregates, though activities need not sample to ensure representation by age band.</p> <p>³ The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.</p> <p>For activities that target individuals under the age of 18 as beneficiaries, only activities that are focused on improving outcomes of individuals with disabilities need to report on this disaggregate. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities under the age of 18 are not required to report on this disaggregate. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for individuals with disabilities need not report on this disaggregate. Activities that rely on a sample of individuals under the age of 18 rather than a census to report results should sample to ensure representation of individuals with disabilities.</p> <p>All activities targeting individuals ages 18 and older should report on this disaggregate, though only activities that are focused on improving the outcomes of youth with disabilities must specifically sample for disability status. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group.</p> <p>Activities whose beneficiaries include individuals who are under 18 and individuals who are 18 and older should follow the relevant guidance above for each group.</p> <p>Activities reporting on this disaggregate should use a custom or pre-existing age-appropriate tool to identify disability status. Several existing tools—such as the Child Functioning Module, Washington Group Short Set, and Washington Group Extended Set—are available. USAID’s Disability Identification Tool Selection Guide and USAID’s How-To Note: Collecting Data on Disability Prevalence in Education Programs may be helpful.</p> <p>⁴ Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.” Activities in which only some individuals are affected by crisis or conflict and</p>

Indicator	ES.I-46: Percent of individuals who transition to further education or training following participation in USG-assisted programs
	which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.